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JOURNAL OF EDUCATION

NEW ENGLAND AND NATIONAL

Vol. CII. No. 24
Whole Number 2560

Boston, December 31, 1925

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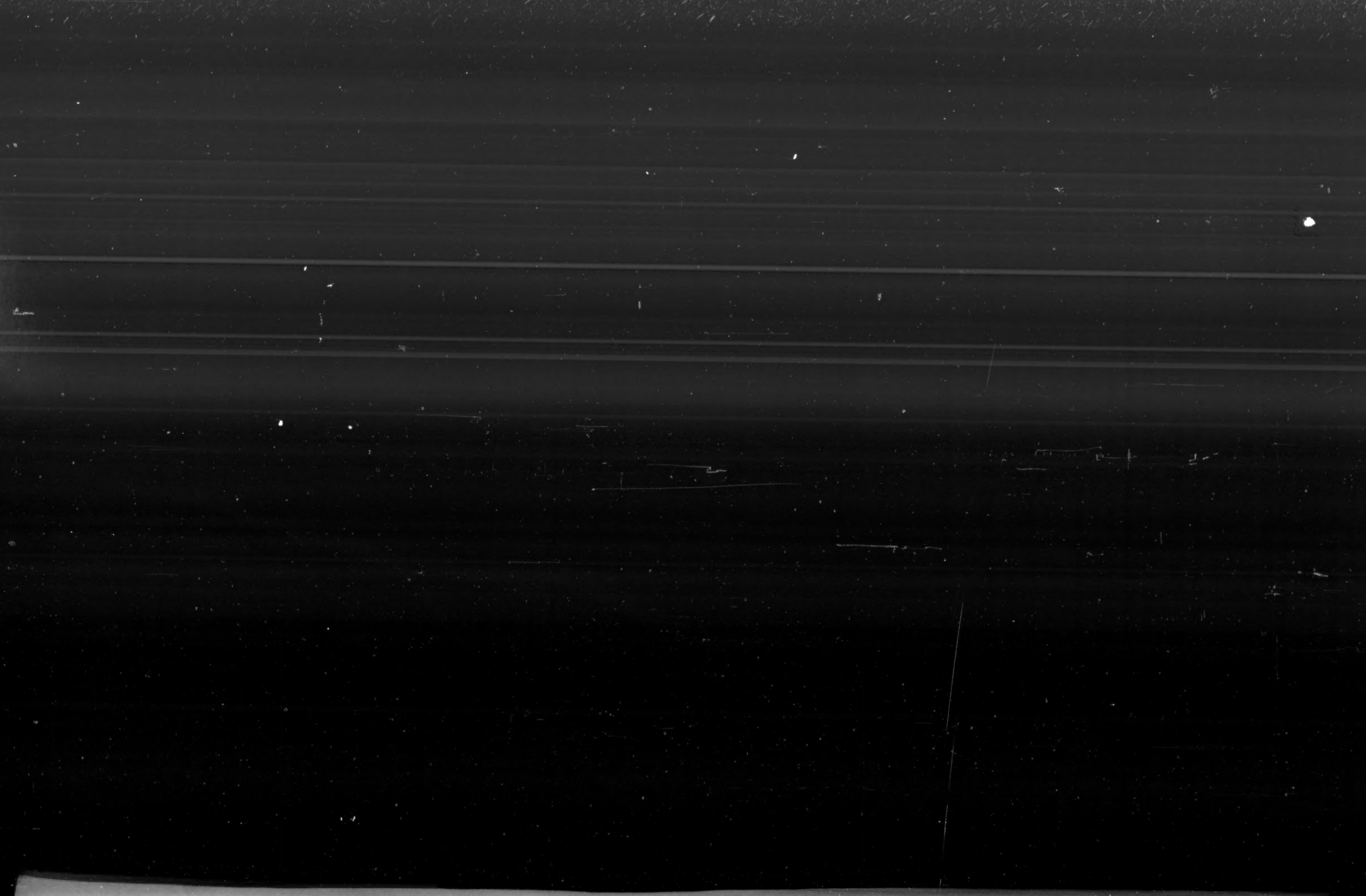

JOURNAL OF EDUCATION.

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Break Away from Regularity

There can be no question that there is an immense gain in breaking away from regularity in school work whenever opportunity arises. An admirable occasion is offered in the study of the lives of candidates for the Hall of Fame in New York University.

Here are the names of twenty-seven persons of whom twelve were chosen in October for places in the New York University Hall of Fame:—

Samuel Adams, Edwin Booth, Horace Bushnell, George Rogers Clark, John Singleton Copley, Dorothea Lynde Dix, William Lloyd Garrison, John Jay, Adoniram Judson, William Penn, John Paul Jones, Nathaniel Greene, General Thomas Jonathan "Stonewall" Jackson, General Philip Henry Sheridan, Matthew Fontaine Maury, Benjamin Thompson (Count Rumford), Wendell Phillips, Henry Hobson Richardson, Benjamin Rush, Noah Webster, Walt Whitman, Henry David Thoreau, Charles Bulfinch, Cyrus West Field, Sidney Lanier, Paul Revere and James Otis.

It would be well worth while for every Junior and Senior High School student to write the main points in the lives of these twenty-seven persons which entitle them to such prominence.

After these biographical sketches have been written and read to the school there might be a vote of the leading twelve.

Home for Retired Teachers

Strike while the iron is hot!

There is no other equally important professional need comparable to that of backing Miss Olive M. Jones and her committee of the National Education Association in providing homes for retired teachers.

Chicago is joining the cities to insist that all teachers retire at the age of seventy. This requirement will soon be universal.

There is a determined purpose to reduce the retirement age to sixty-five and an unannounced purpose to reduce it to sixty. One of the great forces promoting insistence upon such retirement is the professional propaganda for preparation which no teachers could have had when a teacher of seventy years of age entered the profession, and the increased requirements will soon be beyond any attainments possible when a teacher of sixty-five and later of sixty entered the profession. Comparatively few of even the best teachers had the education fifty or even forty years ago which will allow them to study for credits in a present-day university.

Another force that will increase rapidly from now on is the over-supply of graduates

of professional institutions, and to make places for these graduates the present teachers, regardless of capability, will be eliminated by lowering the age of forced retirement.

The present salaries are very recent. Until within ten years nine-tenths of the teachers of the United States could not lay aside one hundred dollars a year, which would have yielded not more than six dollars a year in retirement.

Comparatively few of the six hundred thousand teachers of the United States will have a pension or a retirement income adequate for a living such as they should have.

A woman of seventy years of age has outlived the relatives of her day, and practically none of them has any home to which she will be welcome, because she is liable to live from ten to fifteen years and distant relatives hesitate to take responsibility for the care of a man or woman from seventy to eighty years of age.

We are intensely interested in the great undertaking of Miss Jones, because of several cases with which we are familiar. We recently secured a special pension of six hundred dollars a year for a teacher, a graduate with honor of a Massachusetts State Normal School, but there is no place where she can live on six hundred dollars a year as she should live. A teacher in a Massachusetts State Normal School, an exceptionally able and beloved teacher, is in a "city home" with no comradeship such as should be hers. We have recently been interested in trying to make a man of eighty reconciled to go to an exceptionally fine "city home," but he would rather die than go to a "city home."

Let us all get busy. Let us do something, and do it at once. At least write Miss Jones, 310 West Ninety-seventh Street, New York City, that you are interested in her noble mission.

Religious Education in Kansas

We are using in this issue an interesting article by W. S. Heusner, on "Week-Day Religious Education in Salina, Kansas."

Ninety-four per cent. of all the children enrolled in the public schools of that city attend regularly the Week-Day Religious Education classes.

Since the introduction of this work in Salina the plan has been so widely adopted in the state that thirty-six urban communities are experimenting on this plan with a total enrollment of 28,316 pupils.

Lexington and Cassidy

Lexington, Kentucky, continues to hold her place in the front rank educationally, carrying a bond issue of $400,000 for a new school plant by a vote of five to one, and as a noble companion piece to that re-elected Superintendent M. A. Cassidy for four years and increased his salary. No city, North or South, demonstrates more poise than does the metropolis of the Blue Grass country, having given Mr. Cassidy a free hand in educational progress for many years. He is a genius, creating functionings new and fascinating and a master in realizing ideals.

Achievements of Teachers College

The annual report of Dean James E. Russell of Teachers College, Columbia University, is the most remarkable professional announcement ever made in America. It eliminates all professional rivals in the world. A few statements are adequate to justify this non-superlative statement. There is an annual budget for maintenance of more than $3,000,000! In the last year it was $3,035,781!

The enrollment was nine thousand two hundred and four (9,204) professional students from four hundred and fifty (450) different colleges and other teacher-training institutions, representing every state in the Union, while foreign lands sent to Teachers College three hundred and eight (308) professional students from fifty-five (55) different countries.

More than half a million dollars was spent on practical professional and child welfare research!

These merely suggest the vast amount of maintenance resources, and the boundless professional influence on every continent, in almost every city of the New World, and in every country of the Old World.

Department of Superintendence, Washington, D.C., February 21-25.

Major Clancy

A. W. Clancy, who died in Minneapolis on Christmas Day, was an unusual personality who attached to himself the widest range of intense friendships. The telegraphic announcement of his death, mingled with the echoes of the most universally joyous Christmas we have known, recalled first of all Mr. Clancy's devotion to the church. For half a century it was his custom on the Sunday of the summer and winter meetings of the National Education Association, Bible under his arm, to gather a few friends and attend some Methodist Church morning service, always remaining for the Sunday School.

When the meeting was in Boston in 1910 arrangements had been made for Mr. Crabtree and myself to speak at the State Prison in Charlestown. As we started from Hotel Brunswick Mr. Clancy appeared, Bible under his arm, to gather his friends for the First Methodist Church, but Mr. Crabtree and I took him with us. The prisoners were all in place, and we made appropriate talks, rather stilted and not much appreciated. Then the chaplain said: "Will your friend speak?" and such a thrilling address I have rarely heard. That audience was keenly alive as soon as he began, and they

laughed and cried, and when he stopped they cheered like football enthusiasts. It was in no sense an appeal to the "bleachers," but a real genuine Methodist revivalistic appeal. From that day with me Major Clancy always had that picture as the background of everything he did.

Several years ago he began to have Sunday morning breakfasts at both the summer and winter meetings of the Association. In Cincinnati last winter his breakfast was really wonderful. It cannot be described. There was something quite sacred in the way everyone—some thirty persons—spoke. The Major wanted it to be a religious setting in which singing gospel hymns and patriotic songs played a large part. Dr. Homer H. Seerley and Dr. O. T. Corson were especially tender in their tributes to the host. No one would have been surprised had that been Major Clancy's last appearance.

We missed the Indianapolis breakfast, but we received in San Francisco a characteristic telegram from him that Sunday. We never saw him again, though we had frequent letters, always passing on a message regarding some friend whom he had seen or from whom he had heard.

That address to the prisoners in Charlestown and that Cincinnati breakfast are a composite picture of a friend of more than half a century. We close this tribute with some lines with which the Cincinnati breakfast closed:—

"I did not know God loved me in so sweet a way before,
'Tis He alone who can such blessing send,
And when His love would new expression find,
He sent thee to me and He said:—
'Behold a Friend.'"

Alexander of Virginia

Fred M. Alexander, of Newport News, president of the Virginia State Teachers Association, 1925, has made an heroic effort to arouse the teachers of the state from top to bottom to a sense of their responsibility to the profession, to the children and to the state.

His devotion to the cause was unprecedented for Virginia, since he traveled four thousand miles, addressed eight of the nine district meetings, attended by four thousand, four hundred and fifty teachers. The legislative program that he recommended was as follows:—

That the compulsory education law be so amended as to include all children between the ages of seven and sixteen, and that there be a state-wide enforcement of the law.

That we urge the passage of a Teachers' Tenure Law.

That we favor a referendum giving the people an opportunity to vote on an amendment that will pave the way for providing capital outlay for the advancement of higher education in Virginia.

That the legislative committee investigate possible sources of additional school revenue such as a tax on luxuries and a tax on minerals.

An appropriation for elementary schools of $6,500,000 on the basis that the salaries of elementary school teachers be paid one-half by state funds and one-half from local funds; the appropriation by the state would be (figures to be supplied fall of 1925). This seems a fair division of the heaviest item in the educational budget.

Increase in the high school fund from $200,000 to $400,000. The amount appropriated to each high school on the present basis is pitiably small. Under the law the 10 cent tax and 4 cent tax must be used exclusively for grades one to seven inclusive. The result is that secondary education is almost exclusively a charge against local school funds. The appropriation from the state ought to be very materially increased in order that the state tax may share some appreciable part of the cost of secondary education.

An equalized fund of $500,000.

President Alexander's program will put his state in the front rank if the teachers rally to his clarion professional call.

There is no likelihood that college women in the United States will ever take smoking seriously even if a few women in a few colleges smoke.

Christmas Greetings

This year above all others has had Christmas cheer in the air and in the mail. The messages have been the sweetest and their setting the most beautiful. This is certainly true of those which have come to us. We have wished we might use many of them in the Journal of Education, for they have been really wonderfully appreciative. One is so expressive of what we wish were true, and its expression is so unusual, that we take the risk of publishing it:—

Dear Dr. Winship: You are the shrewdest man I know. You have gone about for many years, gathering unto yourself:—

The only treasure that can't be wiped out by a bank failure.

That keeps, without mildewing.

That grows fresher year by year.

That pyramids in value all the time.

That can be accumulated to excess without depriving somebody else.

That can be taken along everywhere you go and that bobs up every time you go down the street—at least a half-dozen times—and says: "Here I am, coming right along with you, safe and sound!"

The only riches that will go through the needle's eye—because the folks you got it from have each been enriched by giving it.

What's more—you've got more of it than anybody else I know and you've had everybody falling over himself to give it to you!

Here's "Merry Christmas and Happy New Year" from one of the proud shareholders in your billion-dollar friendship corporation.

Sincerely,

Worth McClure.

New Mexico's Problems

By A. E. WINSHIP

Florida's magical bursting into a prosperity which means as much to the South Atlantic as any group of oil gushers has meant to the Southwest, and North Carolina's world leadership in the promotion of wealth and health, social and educational, are vastly more brilliant as rainbows of promise than anything ever dreamed of in pioneer days from Evangeline to Daniel Boone, from Western Reserve to Lewis and Clark, from Eli Whitney to the Gold Diggers in the Sierras.

Nothing challenges the mind like a problem. A machine can perform any example. The laws of logic are as mechanical as an adding machine. No problem can be solved by a machine or by the laws of logic. It must be "solved," "dissolved" by the human mind.

New Mexico is a problem of complexes, such as has never challenged statesmen, economists, or philosophers in any other state. It is not an example to perform by theorists. Its ills cannot be cured by the administration of soothing syrups or sipping catnip tea. It is as comical as it is tragical to see a man go into wild ecstasies over what he is to accomplish by his magic charm for New Mexico.

It happens that I have been exceptionally fortunate in my knowledge of New Mexico for more than forty years, and I write freely and frankly because my faith in the solution is firmly, securely established, and for the first time in more than forty years my optimism supplants pessimism completely.

New Mexico is thirteen times as large as New Jersey, yet Newark alone has fifty thousand more population than the whole of New Mexico. About one-tenth of the population are tribal Indians, nearly one-half of the remainder are Spanish-Mexicans descended from the Spaniards of Coronado and Columbus. About one-tenth of the non-Indian and non-Spanish-Mexicans are negroes, Italians, Russians, et al.

In 1883—forty-two years ago—I came into close relationship with the New Mexican problem. The population was about one-third what it now is. The Indians were about as many as now and the proportion of Spanish-Mexicans was vastly greater than at present. I had been in New Mexico the year before, and in 1883 I spent several days in Santa Fe in the home of the president of the ambitious germ of a University; the president had been the principal of the New Hampshire State Normal School, and I had known him intimately. I absorbed Dr. Ladd's almost fanatical belief that church education would immediately transform Spanish-Mexicans with their traditions, customs and language into English-speaking American social and industrial life. My fanatical zeal born in those days in Santa Fe following two weeks in Chihuahua, Mexico, prompted an address at the State Association of Congregationalists in Boston which brought an invitation to change the whole plan of life and accept the associate secretaryship of the New West Education Commission and become the superintendent of the educational work of the church in New Mexico, Colorado, Idaho, and Utah. The excuse for this personal incident is that it explains why I have been interested in the problems of New Mexico, though my stay in that work was brief.

I have been in New Mexico frequently, have spoken in various cities, institutions, and state conventions and have had intimate friends in school work in the state in all the years so that I can speak intelligently of the solution of the problems of New Mexico.

The work of the Indian school has always been most heartening. The public school work started slowly, but of late it has gone forward by leaps and bounds in important centres, and it is this that has given my optimism such a boost.

Albuquerque is one of the most interesting cities of thirty thousand people in America, and is certainly the most interesting small city racially. It has a solution of the education of tribal Indians, of Spanish-Mexicans in ideal academic life, of local public school education of all white children, native and foreign, of university education that is scholastic and educationally inspirational, and what is more interesting, it has a Pueblo, or Indian village of thirteen hundred descendants of the Pueblos who had a Spanish grant of their lands perhaps three hundred years ago.

The Federal Indian school is one of the best in the country and one of the few that give Indian youth a full high school education. The buildings are up-to-the-minute in heating, lighting, and ventilation, in industrial equipment and in gymnasium apparatus. The principal, Reuben Perry, has had extended experience, and is genuinely educationally modern. He is efficient in administration, professionally educational, wise in dealing with the various problems that arise.

Menaul School, the Presbyterian Academy, for the home life and student life of Spanish-Mexican youth, has a building equipment that would be the pride of any community in New England or elsewhere. The faculty is worthy any academy and the principal, Mr. Donaldson, has admirable poise and personality, and his recent professional training under John Dewey and Edward L. Thorndike in Columbia University puts the work on a plane vastly above the old-time gush and glory style of missionary education. There are also Methodist and Congregational academies serving the native children.

The local public school standards are highly

significant. The city schools have had the expert and devoted guidance of John Milne from the day that New Mexico became a state, and the taxpayers have responded heartily to his appeals for school buildings, for adequate salaries, and freedom to get the best talent.

But the great public school achievement is in the quality of country school education in the county. Aside from a few very small schools back in and behind the mountains every child is in a modern consolidated school, in a building with indoor lavatories, running water, modern heat and ventilation, with teaching talent not only standardized scholastically, but with an inspiring personality. County Superintendent A. Montoya has a record of achievement. We know of no one who has distanced him in the transforming of all county schools in the same length of time.

None of this could have been possible in city or county but for the State University of New Mexico which President David Spence Hill has modernized scholastically while serving the cities and counties sympathetically. He was inspiringly associated with G. Stanley Hall at Clark University and with the faculty of the State University of Illinois. President Hill brought to Albuquerque the best professional associations of New England and the ardent personality of the Middle West, a complex that has solved the higher education problem of New Mexico skilfully. It is tragedy that such an institution, so nobly led, so skilfully guided in the character building of the young manhood and womanhood of the state, cannot have the financial support of a Pomona, an Occidental or other church affiliated institution, and what is worse, must even see its legitimate state income jeopardized through the political traditional jealousies incident to the problem arising from the chaos of Spanish conventionality and the individualism of the varied factors functioning industrially, socially, and religiously. If the State University can have the financial aid to which it is entitled in order to continue its sane and inspiring leadership in making Albuquerque the educational power dispatcher for the noble institutions at Silver City, Las Vegas, Socorro, and State College, for the State Department of Education and for all educational activities, public and private, New Mexico's noble future cannot be problematical.

ISLETA PUEBLO.

Nothing connects twelve-year-old problematical New Mexico State with Columbus and Coronado as does the Isleta Pueblo near Albuquerque, whose title to their land goes back for three centuries perhaps when the Spanish government granted this land to the ancestors of the Pueblo Indians. In our many years of life half a century of which has been in more or less familiarity with the New West, and for more than sixty years with the Middle West, there have been many thrilling experiences none of which has been more compelling than the hour in the Isleta Pueblo when in the office of the Governor of the Pueblo I held, first, the cane, passed down from generation to generation, presented to the Governor to whom was given the Spanish grant to this land, and second, the cane on the silver head of which is "A. Lincoln, 1863," presented to the Governor of this Pueblo in Washington, by President Lincoln, when in the critical hour of the Civil War the Governor of Isleta Pueblo went to Washington with other Pueblo Governors and plighted the faith of their people to the government of the United States. It was the time when New Mexico and Arizona were made territories of the United States.

I would it were possible to express with pen or voice the emotions as I held the Spanish cane in one hand and in the other the ebony cane, and read on the silver head, in the official sanctuary of the Pueblo Government, centuries old, "A. Lincoln, 1863."

If any of our readers ever ask why we continue these travels from sea to sea the answer is that every one of the sixty-two trips to the Pacific Coast has had some thrilling historic or geographic experience that we would never have had had that trip been eliminated.

New Year's Greeting

By Florence Holbrook

With every New Year's Day to us is brought
The memory of lives whose tender grace
Lights up with love and pity earth's sad face;
Long may we hold in mind the good they wrought!

Great souls are they who painfully have sought
To free the mind from error's false embrace,
To solve the mysteries of time and space,
And prove the power of man's unfettered thought.

Heroes are they of Peace, the friends of man,
Who work in unison with heaven's great plan,
To lift through Time's uncounted endless days
The minds and hearts of men to nature's ways.

This be our greeting for the glad New Year,
"All hail to those who free our lives from fear!"

Classroom Reactions

By A. W. BURR
Beloit College

Billiards, tennis, golf, baseball are all games of the action and reaction of mental and physical forces. In them all, the reactions are the part that counts. The classroom is not different. It has its forms of action and reaction, but the latter shows the classroom to be a poor one or a good one. It is a law of physics that action and reaction are equal, and the player in his game tries to put the ball where he wishes by that law. Here the classroom is different; for in it, minds, not bats and balls, are in action and reaction, and the mind that seeks control is acting upon minds having their own motion and direction. What the results of action will be in reaction is not always a matter of law or of calculation. This fact of the varying minds and their varying activities does not, however, make a study of classroom actions and reactions hopeless, profitless. Minds are enough alike, have their types and kinds of action and reaction so that a study of them, and a marking of some types of them, may do much to better classroom results.

The teacher is the active force of the classroom. His acts and words impinge upon all other minds present, produce their varying reactions.

One effort of the teacher and one reason for the classroom, is a reaction to careful study out of class, to the gaining of knowledge by the pupil's own effort. There are acts of the teacher, though he may or may not know it, that hinder this desired reaction.

The teacher may have the habit of calling on those of the class who volunteer to respond to his suggestions by raising their hands. The reaction may be a giving over the recitation by the careless, the timid, the slow, to those who want to recite, a shirking of responsibility for preparation. For some of these, a lack of interest will result, and for some, discouragement. Of those who recite, some may show that they think too highly of themselves, and some by frantic effort at the right time may try to make a knowledge of only a part go a long way, or if it is understood that those who do not volunteer have not their lessons, some will gamble on being called on by raising the hand when they do not know.

In a large class such action by the teacher will produce all these types of reactions in greater or less degree. Volunteer responses are helpful and should be encouraged, but should never take from any one the responsibility of doing his part.

The practice of calling most upon the better prepared and less upon the others, opens the way for the same reactions of lessened effort by some. If it appears to be done for ease by the teacher, or for showing off the class, the action is damaging in other ways in its reactions.

As bad is the opposite extreme of struggling overtime with the indolent, the timid, the dull. It slows down the pace and the effort of the better; it disparages good effort; it deprives the slow of the stimulus and example of better efforts; it makes the classroom irksome to the quicker minded. The classroom seems to be for those who haven't their lessons, and not for those who have.

An habitual order of calling upon pupils from classbook or by seating is an action of the classroom that has its reactions. Some will be well prepared only upon the part that is to come to them. Classes have been known to divide up a lesson giving each his part with the solemn promise that no one was to fail, or be absent. If the teacher does not plan to make each one feel responsible for the whole lesson, some will plan to make themselves safe with doing a part.

The practice of some earnest teachers of never getting to the last third of the assigned lesson brings also the reaction of partial preparation, and gives a bad example of work. What an awakening would come to teacher and class if some day the last half of the lesson should be taken up first.

THE ONE-PUPIL REACTION.

A common practice in classrooms is action upon one pupil at a time. It is the method in use before Comenius devised the class system, only instead of each pupil's coming to the desk in turn to recite, now he stands up in the class and does his part and the next takes his turn. It is a one-teacher, a one-pupil performance. What is the class reaction? In Latin, French, English, and all classes where books are open for recitation work, when Henry begins on his "take" Mary and others are busy reviewing or getting out the next "take." Thus each keeps jumping ahead until he has had his "turn." In not more than one class in fifty in elementary Latin or French are sentences not taken in the order 1, 2, 3. In not one class in a dozen in English literature is it not possible for a bright boy or girl to do a half or all his preparation in class?

The goal in the class system is all attending to the same thing at the same time, making each a sharer in every other one's experience with the lesson. It can be done in large measure if the teacher is alert, is awake to the reactions of what she is doing. If she varies her order with the material, throws flying questions here and there for prompting Henry when he hesitates or is wrong, or after Mary has given a correct answer, suppose the question is put to Henry for his answer. As such a request has meant in his past a correction, his answer is different. Then, or after a show of hands has revealed who agrees with Mary, who with Henry, and who do not know, if

Mary's answer is declared correct, all will see soon that in that classroom there must be attention, and one must know that he knows.

It is this mixing of recitation and of spasmodic jumping study in the majority of classrooms that is the cause of much of the lack of habits of study that is the complaint everywhere. The fault is not with the learners, but with their instructors in their ignorance of, or blindness to, the natural reactions of the classrooms. The talking teacher has her share in lessened out-of-class preparation, as the attempt to head her off with the "socialized recitation" bears witness. The learner will take a chance or plan to have more talking. Mary says to her mates: "You must ask questions about his hobby. I haven't my lesson today," and they come to her rescue.

The teachers who pride themselves on their painstaking explanation of lessons in their assignment are usually not aware that the reaction is a cutting down of study. The bright see their way and think study is unnecessary. The dull find that they do not understand with an explanation and give up effort, are discouraged, and they wait. Directing hints for attacking a lesson are often wise, but to get study, the bright must feel that they have to study to know and to explain, that is what the bright are in the class for, and the dull must first study enough to grasp an explanation, must know enough to know more with. Whole school systems are often taken with this explain-before-study mania. It neither helps study nor increases knowledge. The bright pupil who makes a point plain to his teacher and his mates does twice as much for his duller mates as a teacher can do. They are interested in his performance. They say: "Why couldn't I see it too?"

When the daily action is a drifting through the lessons, page after page, no points of vantage for the learner, the dullness and monotony, the lack of goal, make study irksome.

Nor is study or learning helped by the easy teacher who fills out half answers, accepts hinting answers, who has a lesson in English first read and then taken up for recitation, who is blind to the many devices of those before him for escaping study. In their role as teacher, they seem to have forgotten their own days of learning. They fail to think of pupil reactions. Does someone say their name is "legion"? They are in our quarter and half million dollar school buildings. Possibly someone says right here: "Why, you are proving that the chief cause of any lack of study by my class is myself." It may be so.

PERSONAL REACTIONS.

But there are other types of action and reaction of the classroom that have to do not only with study, but more with character, an all important end of the classroom. The personal relations of purpose, motive in actions, go deep in reaction, with the young. If the game of teacher and taught is watching each other, the latter says: "He is trying to catch me; he doesn't trust me," and the reaction is less study, more watching, more venturing for the thrill of it. The watching teacher plays a losing game with so many, and the watched find the pleasure of success in wrong doing. Having one's eyes open with the natural glance, and the lurking look of suspicion are different.

An attitude of suspicion, expecting evil, brings its reactions of distrust and opposition. Doubting the learner's word on suspicion merely, hasty accusation, insisting that his mates shall reveal him, putting all under suspicion, have their harmful reactions. Trivial, irksome rules, threats, awaken in some the spirit of adventure, of taking the risk for seeing what will happen. Rules are for the making of right character, for the choice of doing for the sake of others, and not for giving an opportunity for penalty.

All know that personal interest, sympathy, are forces of the classroom whose presence or absence count for much in learning and in character. The reactions of personal attraction or repulsion affect every effort of the learner. Every grace of presence, mark of faith, lures the learner on in the toilsome road to knowledge. Every look of despair, hopeless word, makes his feet heavy and his heart sick. He is not a hospital nurse's "case," but a friend who needs the aid and courage of a friend in his endeavor.

CHARACTER-REACTIONS.

There is another type of teacher acts that in their reactions go more deeply into classroom morale and into the character of the state's future citizens. The teacher's disregard of classroom conditions of honest work, reacts for some in dishonest work. All are sent to the blackboard to put on the same problem, paradigm or demonstrations, though each has hardly elbow room. Pupils in examinations write on chair arms so close together that one must try not to see his neighbor's work. The old practice of getting up a "crib" to use in examination was work in comparison with taking pains to stand or sit next to Henry or Jane who always know the lesson or subject. What a calamity it would be, if some day without why or wherefore, all who were wont to copy should be sent to one board or one row of seats, and the independent workers to another. In many classrooms the right-minded might well say: "Teacher, we pray thee, lead us not into temptation."

But the careless putting of temptation in the classroom in the way of the taught is not the worst offence of some teachers against good morals. Their blindness to copying and cheating in the classroom, their open disregard of it, is far worse. When a girl says of her geometry examination: "The girl next to me copied my paper and passed it down the class, and he didn't care," what can be worse? The writer has seen a Cicero class take an

examination with all books about him solidly interlined on the passage, and one member take such a book up to the teacher to ask a question upon it, and not even a look of surprise appeared on the teacher's face. What could be worse for study or for morals? The natural pupil reaction is: "She knows she has got to pass so many of us, or she will lose her place." An hour of week-day religious education will not offset, stay the effects of such practice and such reactions. Possibly an after reaction of such classrooms will be crooked business men and grafting politicians.

There are other harmful actions and reactions that are common in classrooms that might be taken up. Enough have been set forth to make teacher and patron see their supreme importance. It is not what is taught, but what goes with the teaching that is most vital. It is always the incidental that reveals and produces character. The writer has known classrooms, and many of them, for sixty years and he does not hesitate to assert that for the last score of years the classroom conditions for study and right character have been steadily growing worse.

SAMPLE TEACHER ACTIONS.

For instance, not long ago the writer followed a girl all day to her classes in a Junior High School that cost a quarter of a million dollars. The school had the supervised study system. In the Latin class all were sent to the blackboard in groups of three, lessening copying, to put on Latin forms. When all were done every pupil's work was carefully gone over. That used up the study period, and the class were robbed of their right of time for study of the next lesson. In arithmetic, exercise books were passed and the class were told to work certain problems and hand in their papers. After a moment or two hands were raised for help, and the teacher passed to one and another helping during the double period, but half who wanted help got it. Some stopped trying. Some took up other lessons. Not a word was said to the class about process or principle. It was all study time and individual help. It was not a classroom.

The next class was in American history. The teacher the day before had dictated a list of questions on which the class were to be prepared. The double period was spent on the questions. A number had their books open on their desks and were keeping ahead of the questions in preparation. The teacher all the time, sitting at her desk, did not see or cared not to see. Study time again was taken and credit for study was gained by fraud. Possibly the first had been the cause of the second.

In elementary science the lesson was on the function of the bodily skin. The treatment was technical, too difficult for the grade. After struggling with it in recitation for awhile, the teacher read to the class Kipling's "How the Elephant Got His Trunk." Again, no study period, and worse, putting a story in the rightful place of it. What was the reaction valuation of study?

The last class was in domestic science. The teacher the day before had dictated a list of questions and answers on coffee and tea from a book. The class first copied their papers carefully into their notebooks, then studied the notes for a time, and then recited on them. After the question, "What is the effect of caffeine?" and the answer, "It decreases the action of the skin," the writer broke in with: "What action of the skin does it decrease?" Neither class nor teacher knew. Yet the girls were of the class that in the morning under another teacher had tried to recite on the functions of the skin.

What reactions as to the value of study, of knowing more than the words, of honesty in work had her teacher's acts given that girl in that day's classroom experience?

Buildings and equipment, state inspectors, intelligence tests, standardization of work, visiting days for patrons, count for but little if such are the actions and reactions of the classroom.

But some teacher says: "That was an off day in that school." Not at all, for a subsequent visitation revealed the same conditions. All schools are not like that, but in all large schools there are teachers who carelessly rob their pupils of study time, who are heedless of right and wrong in the classroom provided there is not disorder. Yet, study and character are the prime reasons for a teacher and a learner.

WHY SUCH ACTIONS AND REACTIONS?

How is it that there are such classrooms in our schools? One reason is that there is no study of teacher acts and pupil's reactions, in teacher training and normal schools, and in departments of education. There is much educational psychology, but it is concerned with the mental equipment of the learner. What he will do, if the teacher does so and so, is left to the teacher's experience in the classroom. And most are so busy with what they are teaching that their pupil's reaction experience comes slowly, if it ever comes. Another hindrance to more effective classrooms is the lack of their visitation by fathers and mothers. They pay the bills and hire a few strange inspectors who report to school officers and not to them. Patrons think that because they are not up in the subjects taught, they are not qualified to inspect what their children and the teacher are doing. If they will sit with the class and not with the teacher, and keep their ears and eyes open, they can tell whether a lesson in Choctaw is going well or not, what the relations of teacher and pupil are, what attention is given to courtesy, honesty, work, right character. If the social and moral conditions of the classroom are not good there is little learning. Of these conditions a parent may be a better judge than an inspector, if he is obsessed with methods. An inspector visited

that High School and reported it as good.

The common saying that the school is good because we hear of no trouble does not excuse the parent from this duty to his children. Teacher and principal sometimes avoid trouble by not insisting on good work, and honest work. It is safer to confine effort to subject taught, to ignore some obvious harmful reactions. But they will not do so long if interested visitors sit now and then in their classrooms. A visitor opens eyes to conditions unnoticed before, just as a woman sees her house untidy when a neighbor appears at her door. It is not always true that children behave worse before company, but rather parent or teacher begins to see with the company's eyes. When instructors are inclined to resent such kindly visitation, as they sometimes do, as an intrusion of their little kingdoms, then it is time that somebody besides children were seen before them. They have the lofty idea that some trade workers have that nobody knows anything about their calling but themselves.

The chief responsibility for classroom reactions rests upon principals and superintendents. They are supposed, as educators, to know them, to open their teachers' eyes to them, to stress them as fundamental. Everywhere are principals who get no further than programs, excuses, substitutes, discipline, publishers' agents, who sit in offices not in classrooms. Inspectors are for that.

There are principals and superintendents, far too few, who do more than keep the school mechanism running smoothly, who are awake to the quick reactions of sensitive youth, who exalt with their teachers fairness, personal interest, trust, commendation, frankness, patience, hope, alertness, invention, who make their teachers feel that what goes with their teaching is more to the learner than what is taught. It is a great goal for the head of a school, but the children are worth the striving for it. Such principal or superintendent may create a spirit and aim that are felt by the youngest boy or girl of the classroom. That is what he is paid for.

Normal schools and departments of education are giving us too few of them. They prepare on subject, mental activities, methods, but not on boys and girls in action in the classroom. That is left for the teacher to learn by trial and error. Why not have a course on "Classroom Reactions, or What Will They Do?" Why not start the course at once with taking notes on "My Classroom Acts and What They Do to My Class"?

Do We Misplace Latin in High School?

By WILLIAM D. ALLEN
School of Journalism, Columbia University

Someone ages ago coined a saying which has misled educators ever since. It was very possibly a juggler who first said: "Begin at the beginning," and it was probably because of the silly sound of the phrase that he said it. In any case the originator of this by now threadbare aphorism never suspected what a diversity of interpretations the words would be subjected to. The noun "beginning" is one of those equivocal words necessarily defined every time they are used. How a subject is to be taught is based on the educator's interpretation of this little word.

There is one thing on which educators have universally agreed and that is on misunderstanding the meaning of "beginning" as applied to methods of teaching. It is astonishing that no nation or age has established the method of starting with the psychological beginning. Now just as in the extremely different sixteenth century, and here, just as in the extremely different Old World, it is dates rather than the natural order of reasoning that determine the order of presenting facts to pupils.

When a method outlasts revered beliefs and firmly established superstitions, it must be very worthy of honor. Unfortunately, the chronological timing used in education is an exception. It does not work out; it is not practical in the teaching of most subjects. In the United States, where the practical and the efficient have become lenses through which education is seen in a very different light from that of previous ages and older nations, it seems astonishing that the old order changeth not in this particular.

In the teaching of languages is best illustrated the failure to apply to education the ideals and methods favored in other activities. Everyone has heard innumerable times that "with a foundation of Latin, modern languages are easily learned." People are not sufficiently familiar with the fact that "with a modern language as foundation, Latin is much more easily acquired." It is certainly not practical and efficient to study Latin as introduction to foreign languages. Latin is far more difficult than Romance languages or German, and interest is with more difficulty grafted to it.

To borrow a figure from botany we could represent Latin as a delicate tree which takes six years to bear fruit. The trees of French or Spanish, in this allegory, take only two years to bear fruit. The logical thing

to do would be to plant the modern language tree first and two years later, when this is beginning to yield, to graft upon it a branch of the maturing Latin. The generally accepted method is to plant the Latin "tree" first, risk the chances of its dying, and after six years of uselessness, to graft upon it the modern language.

In ports and cities the size of our Eastern centres modern languages are near to us, and they should be more quickly learned because of the opportunity offered to use them, and the business openings where they are in demand. Yet even in New York City Latin rather than the modern languages is considered the beginning.

Education in the United States is, rightly or wrongly, planned for the multitude, for average people. Yet the method of teaching languages is generally in direct contradiction of this democratic ideal. The great majority of students do not go beyond High School in their education. It would be far better for these masses if the foreign language stressed in High School were, instead of Latin, one in which they would have had time, before graduation, to acquire a reading knowledge.

Christmas in a School

By ARTHUR G. STAPLES

[Lewiston (Maine) Journal.]

Once, long years ago, I taught a country school. I was seventeen years old almost. At least I said I was seventeen, for there would have been some inquiry as to fitness had I said that I was sixteen and I would have been seventeen in the next July. And this was a case of need. I had to have the money or quit college.

But I was good in Latin; had read Caesar, Cicero, Virgil through the six books of the Aeneid and the Georgics and Bucolics. I had been through algebra, conic sections and was into the Integral Calculus of higher mathematics and was a good enough teacher as far as my "fit" went. But, of course, I did not know anything about teaching as an art. Yet everyone had to begin and we got along all right—the pupils and I. We never had any troubles.

But parents! Some parents ought to go to school. All the trouble I had with the school came from a man and his wife, neither of whom could read or write and both of whom were proud of it. They were not simply illiterate; they were know-it-alls on top of their sublime and condensed ignorance. And they lived in a squalid way, as often happens in the country. So I say that sometimes if parents went to school along with the children, there might be a better understanding.

Well—this is a Christmas story—it came the period of the term just before Christmas and I could not see that there was to be much of any Christmas in that neighborhood. There was some talk of hanging stockings and a little discussion of having a turkey—but in a family where turkeys stalked around in the yard, and were to be killed for the Christmas market, the turkey-talk was chiefly commercial. What the boys in the family where I boarded wanted was oysters. The oldest boy, who was nineteen, had never eaten an oyster and he had a most consuming desire for a taste of them. "Some day," he used to say, "I am going to have an oyster stew."

About two weeks before Christmas I decided that we would read Dickens' Christmas Stories. So we got a little group of us together and began to read of evenings aloud the wonderful tales of the immortal—the wizard of the emotional Christmas, outpourings of the genius of one who never had any Christmas as a child, and who loved it all the more in the purity of its sacrifice and beauty.

I remember those evenings as we gathered around, here and there, and read aloud the tale of Marley's Ghost and Scrooge, Tiny Tim and Bob Crachett and that host of dream-fancies that made the Christmas Carol and the "Chimes" so real.

It would mean a long walk through the snow to some house, usually the same house where there was a substantial widow with four great girls, a home of rather more life and light and love than most of the homes thereabout. I recall the storms about the window one night as we read the Christmas Carol. I thought the setting of the tale was very real, that night. It seemed to me that we all got a more vital understanding of Christmas from that tale. I wonder if it is read any nowadays, for it is a fine antidote for the prevailing materialism. I will set it up, for instance, against the over-smart and most depressing story of Irvin S. Cobb's in the current Cosmopolitan about the Bugbees' Christmas in a country village where they sought the old-fashioned Christmas of Scrooge and found a grasping environment that even struck on singing the Christmas Carols without getting their pay at union prices.

Well—we finished that and then we read some more things from poets and writers, novelists such as George Eliot. And then the heavens fell. After Christmas vacation of a few days, I was summoned before the tribunal of the village district school board or selectmen—I do not recall what. The charge was "corrupting the minds of the scholars by reading novels to them." The novel was then anathema in the minds of many rural communities. Beadle's Dime Novels were the typical

targets and stood as the movies do now, as the goat, for that general ebulition of human nature that exists in youth especially and will have its fling, whereas parents forgetting their own childhood seek an alibi for the effervescence of their offspring outside the truth, which is in themselves.

We mourn a good deal about the passing of sentiment. But I wonder if it is different or if it has passed very much after all. I doubt it when I think of that gathering where I was the culprit and they were the judges. My accuser, dirty and low-browed as he actually was, stuck to his text—I had been reading novels to the children instead of parsing verbs. I pleaded guilty. I had been doing just that. We had spent whole evenings, "parsing" particles of speech in the schoolhouse, everyone present, and it seemed to me to be the most futile of pastimes. It was about as useful as pouring water through a sieve.

I made my argument and rebuttal and the committee retired and I waited the verdict. The man at whose house I boarded came to me and said: "If they fire you from this school I'll raise hell with them." That was the kind of a friend he was. "Cheer up," said he.

And they gave me a Scotch verdict: "Not guilty; but don't do it any more." So that stopped Christmas in that district for a time. I never went back. I have ridden by there since in an automobile. The schoolhouse has fallen in and is abandoned. The houses are scattered. The men who sat on that board of judicature over my offence are pushing up the grass in some lowly graveyard.

But Christmas goes right along. Men and women love; sacrifice; hope; pray; suffer; err; forget; sin; repent; run through the gamut of the passion and the prayer of earth and Christ is born anew each year at this season and daily in the hearts of men.

Nothing else so potent as Christ. Nothing else so powerful in sociology as the Jew who died on the Cross, esteemed the Son of God. Believe in Him or not, as Divine, the seed planted in Human Nature, fair-play, the Golden Rule; the Sermon on the Mount; Kindness; Forgiveness; Sacrifice; Patience; Humility; Power; Fortitude; Courage; Faith—the Kingdom of God that is within you—these go right along.

We need a lot of patience to understand youth. But youth is soon to be maturity and age—themselves wondering at youth; which is to be so different from that which is youth today.

Cheer up; trust in Living Truth; the world is not yet finished, for as we go along Christmas ever spins her mystical fabric into hearts and hopes and makes the brighter patterns in the tapestry of the thing we call life.

Week-Day Religious Education

By W. S. HEUSNER
Superintendent, Salina, Kansas

The present organization for week-day religious education in the public schools of Salina, Kansas, grew out of the continued interest of the people of the churches in this type of work after two previous unsuccessful efforts to put this work upon a satisfactory working basis.

The immediate occasion of the present plan was a petition signed by Protestant ministers of the city and presented to the Board of Education in May, 1922. The substance of this petition was to the effect that the Protestant churches in the city of Salina proposed to offer courses in religious education to all pupils of the public schools whose parents would elect for such children such courses of religious education, and in order that such a plan might be carried out the petition asked at the hands of the Board of Education an amount of time for each pupil so electing such course, equal to one-twentieth of the total school time each week.

The petition very naturally raised some very interesting questions with the Board, and after some deliberation it was voted by the Board of Education to refer the petition to the superintendent for investigation and study.

A study of the situation now existing in this country regarding week-day religious education revealed the fact that out of a great variety of plans there are emerging two plans of religious education: (a) The community plan of religious education; (b) the denominational plan of religious education.

Even a cursory study of the situation and the evidence offered by the effects of these two prevailing plans leads to the conclusion that the community plan of religious education is to be preferred.

Following a study of the general situation a rather close study was made of local conditions with the result that the superintendent, despite his personal preference for the community plan of religious education, recommended to the Board of Education the granting of the petition referred to above, which petition contemplated the establishment of religious education upon the denominational basis.

The superintendent recommended to the Board of Education that the petition be granted upon the following conditions which were to be met by every Protestant church offering the course in religious education: The provision of an adequate and well-graded

course of study; the proper physical equipment of classroom for the purpose of instruction; the securing of teachers for the work in religious education who, in experience and educational qualifications, are to be the equal of teachers in the public schools; the adequate supervision of the entire work in religious education.

The Protestant ministers of the city, acting in a body, accepted these conditions set by the Board of Education, and in order to carry out the conditions thus set for them, organized a Board of Religious Education. This, of course, is a voluntary board and consists of a clergyman and a layman from each participating church.

In the administration of this work the determination of the conditions set by the Board of Education is in the hands of the superintendent. This is insisted upon by the Board of Education upon the ground that the granting of the time asked for in the petition is conditioned upon the creating of conditions in the Schools of Religious Education under which the time of the children participating will be as profitably employed as it would be in the public schools.

After these preliminaries were adjusted, the next problem was to bring the participating churches to a realization of what they had undertaken. One of the most significant facts in connection with the whole movement has been that the participating churches have been most definitely embarrassed by the wealth of opportunity which has presented itself, particularly, with regard to the number of children enrolling.

The enrollment of the children is based upon the filing of a request by the parent of the child for the privileges of religious education, a form for such purpose being furnished by the Board of Education.

Every effort has been made to impress upon parents the idea that the opportunity for religious education is a privilege extended by the Board of Education, which privilege of course may be canceled at any time by the failure of the pupil to take proper advantage of the opportunity afforded.

It is very gratifying to report that the participating churches met the conditions set by the Board of Education willingly and completely.

Even more gratifying is the response of the patrons of the public schools to the opportunity for religious education offered by the churches. At the present time practically 95 per cent. of the children enrolled in grades 1-8 inclusive of the public schools of the city are enrolled in the classes of religious education. The enrollment has steadily increased with each year that this plan has been in operation.

Another gratifying feature in the work is that not a single criticism of any serious nature has been raised either against the plan or its administration. There is very distinct evidence of growing satisfaction on the part of patrons with the work done in the Schools of Religious Education.

Perhaps two points in the general plan of administration may be of interest: For the purpose of carrying out the plan, children in grades 1-8 inclusive are divided into four groups, each group consisting of two consecutive grades; each group has one-fourth of a day for the work of religious education. The question that is already invariably asked is: "What do you do with children whose parents do not elect to have them attend Schools of Religious Education?"

Those children are kept in the public schools while their classmates are attending the Schools of Religious Education, and under the direction of the public school teachers, are during that time given a course in "Citizenship and Patriotism," which course has been worked out after two years of experience, by a committee of teachers of the Salina public schools. This course is based upon a variety of material, some of which is selected from textbooks in the hands of pupils, and much of which is found in supplementary texts furnished by the Board of Education.

The adequacy of the course of study offered in the several churches is passed upon by the superintendent. There is no attempt to pass judgment upon the content or teaching of the course, but very careful attention is given to the question as to the organization of the course and its adaptability to children of different ages.

Very naturally, the most troublesome problem was the problem of securing teachers of adequate training and experience as set forth in the conditions laid down by the Board of Education, but the condition has been very promptly and successfully met and has been productive of a fine type of co-operation among the churches. There are several cases where churches lacking the proper teaching personnel have sought the help of teachers available from other denominations.

The supervision of the work of the Schools of Religious Education is one of the most difficult problems to work out. The supervision is really not sufficiently centralized to secure the best results. The Board of Religious Education at the request of the superintendent has appointed from among its membership a committee who have had experience in teaching. This committee visits the several Schools of Religious Education each six weeks and submits a written report to the superintendent. In addition to this, the superintendent arranged that teachers of the public schools, who by reason of the absence of their pupils at the School of Religious Education are not employed, are asked to visit Schools of Religious Education and make written reports of their observations to the superintendent. The superintendent visits the schools of Religious Education as frequently as his other duties will permit.

Personal and Professional

RAYMOND M. HUGHES, president of Miami (Ohio) University, has made a remarkable official rating of various universities on the basis of scholarly work in twenty departments in which Chicago, Columbia and Harvard are rated, first, second, third. Some one of these three was rated first in all but two departments and second in all but four. Each of these three received not far from the same sum total number of votes for first, second and third place in the twenty departments. No other institutions received more than three votes for any of the first three places. This study is the only one of the kind that has been attempted, and President Hughes has attracted attention to his rare ability to marshal facts accurately, classify them sanely, and make them of service in every field that needs such service.

H. F. MOORE, University of Illinois, says: "Motor-mindedness is a sign of progress which is cultivated by the widespread use of automobiles.

"The driver thinks not of the place where his car is at the present time, but where his car will be in a few seconds later; he thinks forward or he has a collision. If the auto can lead people to think of men, events, philosophies and religions in the same day, there is hope that they will get into a habit of asking where this man or that institution is leading and will avoid a few dangerous collisions in the future.

"It is surprising how static-minded most people are. They think of things as they are, and not what they are becoming. It is the static-minded person who started the pithy but inaccurate slogan, 'You can't change human nature,' and would doubtless say 'You can't move a spinning gyroscope.' The difficulty in each case is to get someone in the notion to do some changing, rather than the impossibility of change.

"If in future years the majority of people are progressive and motion-minded, it will be due in a great measure to the influence of automobiles."

MRS. GRACE GREVES TRUAX, Sioux Falls, South Dakota, the most nationally known woman in the Sunshine State, has extended her platform work into West Virginia institutes this season and, as always, she captured her audiences with professional masterfulness and clever presentation of worthwhile pedagogy and sane suggestions.

DR. A. N. FARMER'S address is Dundee, No. 2, Illinois. The Yeoman's Home is now open.

HERBERT E. HAWKES, Columbia University, is attracting scholastic attention by the masterful way in which he is dealing with live academic questions. One of his recent statements which has challenged attention is the relation of the urban university to the non-urban college as a place for undergraduate work.

Professor Hawkes says:—

"Of the graduates of Columbia College 65 per cent. go forward to study for higher degrees, either of a professional or a non-professional character, in Columbia University. Other graduates attend other institutions, so that in all about 75 per cent. of the graduates of Columbia College regard their college work as the preparation for further study. Between 15 and 20 per cent. pursue studies toward the non-professional master's or doctor's degrees.

"This fact indicates," commented Dean Hawkes, "that the function of the college in the university to emphasize the scholarly and intellectual side of the college experience is not merely an idle dream.

"During last year there were seventy-seven men giving instruction to freshmen in Columbia College. This does not include the laboratory assistants.

"Of these seventy-seven men, sixty-seven were men of three or more years of collegiate teaching experience. The average experience for these men was probably much nearer ten years than five.

"Of the sixty-seven teachers, twenty-five were men of professorial rank. Every course offered to freshmen was in charge of a member of the Faculty of professional rank, usually an associate professor.

"In the fact of these figures it is difficult to justify the statement that the teachers of freshmen are always callow and inexperienced youths whose only interest is in obtaining a doctor's degree, which will, in the opinion of the carping critic, unfit them for further effective teaching of any kind."

ROBERT FORESMAN, who has played an important part in the promotion of public school music for a third of a century, a man of rare appreciation of songs, musically and pedagogically, has crowned his professional achievement with "Foresman's Books of Songs," five books ranging from 128 pages in the first book to 256 pages in the fifth book. The series is published by the American Book Company. There has been nothing quite so complete in the range of public school songs because Mr. Foresman has made the collection of school songs his major, educationally, for all these years. It is cause for congratulation that he has this opportunity to make use of his personal and professional resources.

Mission of Land Grant Colleges

By WILLIAM M. JARDINE
United States Secretary of Agriculture

This year is one for unusual congratulation and encouragement. It marks another forward stride in the development of the influence and usefulness of the land-grant colleges as institutions alike of learning and of teaching. The passage of the Purnell Act providing enlarged Federal support for agricultural experiment stations is one of the most notable instances in history of the granting of public funds for the advancement of knowledge through research. In no other case has such broad recognition been given to the subjects of agricultural economics, home economics, and rural sociology. It is a great opportunity which has long been looked forward to, and its full realization will call for a high degree of scholarship, organizing ability, and breadth of agricultural outlook.

It is a significant fact that this great enlargement comes in the year marking the fiftieth anniversary of the establishment of the experiment station in this country. In this time the experiment station has grown from a weak, ill-nourished child to a strong, lusty youngster that already has taken its place among the foremost research agencies of the time.

In agricultural economics, as in production, the need is for accurate and definite information acquired under scientific control. Research in economics and sociology is of an exacting type, calling for a high grade of ability in order to plan and conduct it on a systematic, scientific basis. It will not be sufficient to catalogue and describe conditions at a particular time or the immediate consequences that have followed them, but it will be important so to study the data which are searched out and verified as to uncover basic facts and relationships which have permanent value.

Production research is basic to improvement, protection, and better adjustment of our agriculture. Production is the basis of agriculture.

While it is important to see agriculture and rural life as a whole, it is equally important to realize that the field is made up of many constituent parts. Large, complex problems cannot be worked out at a single stroke or through a single investigation. We must first have our vision of the existing conditions and of what we want to accomplish, and then break that up into definite, limited investigations in which we may enlist the co-operation of exactly those research workers who are best adapted to the particular problem. It is necessary to deal in investigative work with relatively small, concrete matters, to organize these so that the attack may be comprehensive and adequate, and to provide means for holding the investigators together in the common interest of their problem. Constantly we must keep before us the purposes that we are attempting to accomplish, in order that every investigation may conduce to these purposes and in order that there may not be waste or duplication of effort.

The United States Department of Agriculture wants to do its share in the various fields of research and to do it in closest co-operation and co-ordination with the state experiment stations. We all have our most vital interest not in our organizations and institutions, but in the betterment of American agriculture. I know of no places where this point of view is more completely recognized than in the state experiment stations and land-grant colleges and the Department of Agriculture.

Not only does the expansion of work demand the co-operation of all of us and the co-ordination of all our efforts, but it needs also the constant interest and sympathy of the people whom we are specifically endeavoring to serve. I congratulate the stations on the progressive step that they have taken in inviting representative farmers in the several states to advise with them on the problems which should be undertaken. Agricultural research needs to combine scientific method and spirit with keen appreciation of the mental attitude and the needs of rural people. Farmers are seeing to an increasing degree the importance of scientific research to their profession.

In our devotion to research and our realization of its importance to agriculture and rural life, we are not relaxing our interest in the other two fields for which land-grant colleges stand—resident instruction and extension work away from the campus. Instruction of students who come to the colleges is often more trying than research and less spectacular than extension activities, and its satisfactions are sometimes less tangible than those afforded by the other two fields. Even with the great increase in college enrollments in recent years student bodies still represent a selected group. They are future leaders. Their personal relationships in the communities to which they go will enable them to spread the gospel of a better agriculture and rural life more convincingly than it can be done by perhaps any other means. The total enrollment in land-grant colleges has greatly increased, and in the land-grant college the student, whether he is specializing in agriculture or in some other subject, is constantly in an atmosphere sympathetic with rural life.

Students should acquire in the colleges a familiarity with, and confidence in, scientific method, and, at the same time, an appreciation of the point of view of every-day people on the

farms and in the towns. It seems to me highly important that the instructors in land-grant colleges be men and women who will make to youth the appeal both to scholarship and to vision, and who, at the same time, have such a familiarity with current research and with contemporary public opinion as to impress students with the significance of both of these to farming and rural life.

In student bodies there is a great opportunity to teach lessons of co-operation. Instruction in the principles of co-operative marketing is likely to take an increasing place in the curricula of agricultural institutions. Co-operation must go farther than marketing. It must represent a way of life. In few places can greater impetus be given to this than among the students of colleges, who will be the future leaders of their communities. If in their class work and their student relationships they learn proper and efficient methods of co-operation, they will carry these into their subsequent life to the benefit of every community into which they go.

It is unnecessary to point out the vast importance which attaches to extension work. Extension workers are the link between research and actual life on the farms. They interpret to farm men and women, and to farm boys and girls, the results which scientists have obtained in the laboratory, the feed lot, the experimental plot, and the economic or sociological survey.

Extension workers, because of their wide contacts, naturally are in position to advise the research staffs as to representative communities or districts in which surveys may well be made, but in most instances their services should be confined to this advisory capacity.

We need the co-operation of all agencies—research, teaching, and extension—for agricultural betterment. We should strive to see that all workers realize the scope of the work as a whole. In actual practice we shall get the best results if each individual carries on to the best of his ability the line of work for which he is peculiarly fitted. Let him realize that he is definitely a part of the whole, show him just how his function serves the whole, and enable him to see that his best contribution to the whole of agricultural progress may be made in the performance of his specific duties, whatever they may be. Differentiation and co-ordination of effort must go hand in hand, if we are to make steady and consistent progress.

Extension workers are doing a great deal in reaching not only individual farmers, but organizations of farmers. The individualism and the isolation which in the past have kept farmers from coming closer together are disappearing under the influence of contemporary conditions. In organization after organization farmers are working together effectively, and the information given to them by extension workers has been both a powerful stimulus and a steadying force in their work.

The development of co-operative marketing enterprises furnishes a growing group of new farm organizations to which valuable information can be furnished. Because of their large and increasing membership, information utilized by them will affect the agriculture of the country directly and substantially.

Through research the Department of Agriculture and the state experiment stations are gathering valuable information regarding production, distribution, experiences of co-operative organizations, and other matters which will be exceedingly valuable to these groups. It should not, however, be the policy of an extension service to make decisions for farmers or farm organizations. Decisions should be made by the farmers themselves. People engaged in any activity welcome facts from authenticated sources. They seldom welcome direction from the outside. Moreover, the human values gained by people who participate in any organization are gained only if the responsibility rests upon them. I have great confidence in the farmers themselves. What we can usefully give them is not direction, but facts.

In addition to their work directed specifically to farmers and their families, the land-grant colleges can perform still another service. They can interpret agriculture to the people in the towns and cities. These people do not know farming and the farmer.

The problems of agriculture, particularly its economic and sociological problems, will never be solved by farmers and agricultural workers alone. The understanding and co-operation of people in other fields of human activity will be essential. So complex and inter-related are the conditions of our civilization today that no one group can stand alone. We who are interested in the colleges and the various phases of work which they represent must recognize this fact and act upon it. In a more specific sense than ever before, our problems are national problems and they will be solved through our taking into consideration not only all parts of the country and all institutions, but all groups in the population.

The land-grant colleges have led and are leading in the discovery and dissemination of facts of significance to the farmer in his various activities. They are expanding this work under the opportunities afforded by progressive legislation and by a more thorough grasp of agricultural problems. They can add to this leadership a new leadership which will carry to people not engaged in agriculture an understanding of its significance, its difficulties, and the place that it should occupy in the national economy of the future.

Book Table

SHORT PLAYS FOR JUNIOR AND SENIOR HIGH SCHOOLS. Selected and Edited by James Plaisted Webber, Phillips Exeter Academy, and Hanson Hart Webster. Boston, New York, Chicago and San Francisco: Houghton Mifflin Company.

Short Plays are in great demand, never so much so as now. School Plays have much the same appeal as football and basket ball in their season. We recently saw a high school play. The expense of putting it on was $1,800, and the financial return was said to be more than that in net profit.

Of course these plays for class reading cannot be staged, but while the interest in plays is so keen students will read and study plays in class work with a zest that traditional literature does not have.

In this collection of Short Plays there are eight Plays of Fancy, six Plays With a Literary Background, and six Plays Based on History and Tradition.

About one-third of the book is educative with especial attention to Rudiments of Acting, and Play Production in every detail.

THE CORRECTION OF SPEECH DEFECTS. By Helen M. Peppard (Mrs. Emmet King Moore). With an Introduction by William C. Bagley and John A. H. Keith. Cloth. New York: The Macmillan Company.

Because relatively few children, especially of those in school, suffer seriously from stammering or other speech defects far too little attention has been given the subject. One needs to think of the seriousness of the affliction in order to insist upon early and persistent attention to it. Because of the limited interest in the subject the sale of books on Speech Defects has been limited, which accounts for the slight attention to the needs of this educational field.

It is cause for genuine satisfaction that Houghton Mifflin Company has made as ideal a book on this subject as though they were making a book to be sold by the million copies. As a result they have produced a book absolutely in a class by itself.

If the reader knows of any family with such an afflicted child it will be a valuable service to tell of the Peppard book on "The Correction of Speech Defects."

THE EDUCATION OF THE MODERN BOY. By
Alfred E. Stearns, Litt. D., Phillips-Andover Academy.
Samuel Drury, Litt. D., St. Paul's School.
Endicott Peabody, L. H. D., Groton School.
R. Heber Howe, Jr., Belmont Hill School.
W. L. W. Field, Milton Academy, and
William G. Thayer, St. Mark's School.
Introduction by David M. Little, Harvard College.
Boston: Small, Maynard and Company.

It is great enterprise that brought together in one volume articles by the principals of six of the most famous academies of New England writing on the Home Influence of the Academy, the Religious Influence, the Athletic Influence and kindred vital educational subjects.

These masterful head masters, men far famed for what they have done, men of commanding personality, who have been the inspiration to achievement of many of the noble leaders in various professions and in big business enterprises, have written frankly, fearlessly and impressively of the chief problems of the day in educating for leadership in various lines of service.

It is highly refreshing to read such articles by men of noble achievement dealing with great themes in masterful way. Not a paragraph in all of these articles is of a puttering nature. Not a single sentence drops below the level of the great mission of these historic schools. Not a word in these six great messages that is not of a statesman's standard.

It is a joy to know that there are great men, dealing with the serious problems of young men without once trifling with incidental side issues.

Read these vivifying sentences and if you do not thank God reverently for such a school as St. Paul's the more's the pity.

"When the modern boy graduates from a boarding school is he a God-believing, God-fearing citizen of the Kingdom of Heaven on earth? Has the process of being educated, along with its manifold mental and physical blessings, done something, done something indelibly beautiful to his soul?

"The reader may fear in seemly Anglo-Saxon reticence, that we are about to talk religion. Precisely. Let him beware, and if he feels that religion is not an integral part of education, let him retire. For we believe that it is normal to speak of religion as a happy and expected part of education."

UNIFIED KINDERGARTEN AND FIRST GRADE TEACHING. By Samuel Chester Parker and Alice Temple. Boston, New York, Chicago: Ginn and Company.

The kindergarten has made unprecedented progress in recent years, many times as high a pace of progress as ever before. There is now practically no city of importance in the country that does not put the kindergarten on as firm a professional basis as the high school.

Not only do the schools appreciate and adopt the kindergarten, but the universities give as high rank to kindergarten leaders as to professors in teachers' colleges. This year two of the large universities honored kindergarten leaders with doctorates and in each case there was much greater public and professional enthusiasm over this recognition than usually goes with the bestowal of such honors.

There is no question but that much of the present ardent appreciation and promotion of the kindergarten is due to the unification of the kindergarten and first grade, for it is the kindergarten spirit that glorifies the first grade rather than the first grade traditions that curb the kindergarten zeal.

GREAT RIVERS OF THE WORLD. A story of their service to man. By Wilson S. Dakin, regional supervisor, Connecticut State Board of Education. Cloth. Illustrated. vii+204 pages. New York: The Macmillan Company.

This book presents to pupils the geographic influence exerted by some of the great rivers of the world, and is intended to be used as a geography reader. It is freely illustrated and contains maps of the great rivers. It is intended to supplement the technical work of geography by a larger view of the effect of rivers on civilization and progress. At the close of each chapter a few problems are presented, to be studied and answered by the pupil.

It is accompanied by a rather full index and bibliography for purposes of more extended reading and study.

It is really comprehensive history as affected by the physical geography of rivers.

FOUNDATIONS OF METHOD. Informal Talks on Teaching. By Professor William Heard Kilpatrick, Teachers College, Columbia University. Cloth. 280 pages. New York: The Macmillan Company.

Professor Kilpatrick has no superior anywhere today when it comes to presenting the details of subject method

to classroom teachers who must apply the methods. He is a genius when it comes to a clear knowledge of how far to go with theories and where to detour, giving teachers a chance to bridge the chasm between the old and the new in practice.

No one is more learned when it comes to a showdown as to philoshies and psychogies, and when he meets doctrinaires he can hold his own with the best of them, but when he talks with teachers who are dealing with the raw material of human nature he forgets what the theorists have been trying to put across and talks plain "United States" educationally.

His "Informal Talks on Teaching," in "Foundations of Method," reveal Professor William Heard Kilpatrick at his best. It is the classic of its kind.

OUR OLD WORLD BACKGROUND. Revised Edition. By Charles A. Beard and William C. Bagley. Cloth. Illustrated. 523 pages. New York: The Macmillan Company.

The original edition was highly attractive, but the change in public sentiment towards our relation to the Old World made the revision desirable, and the authors have adapted their book to the changed condition without sacrificing of the personality of the early edition.

PRACTICAL TEACHING. Book One. Large Projects in Geography. By Charles A. McMurry, Ph.D., George Peabody College for Teachers. Richmond, Virginia: Johnson Publishing Company.

Few educators have rendered as distinct and noble a service to teachers and pupils in the classroom as has Dr. Charles A. McMurry, first in Illinois State Normal School and now in George Peabody College at Nashville, and he has never detoured from his steady professional progress. We think his latest adventure in progress is one of his best demonstrations of service.

He thinks in large units. He treats the Project Method heroically and inspiringly. Then he presents New Orleans as a geographic and historic project for Louisiana and for the Louisiana Purchase. He magnifies the engineering problem and the other conquests of science and finance.

Dr. McMurry presents the schools the only adequate information about the irrigation conquest in the Great Southwest, the Muscle Shoals adventure and the great achievement in the Panama Canal.

No one has rendered the students of geography a better service than is here rendered by Dr. Charles A. McMurry.

COWPER: POETRY AND PROSE. With essays by Hazlitt and Bagehot. Edited, with introduction and notes, by Humphrey S. Milford. Cloth. Frontispiece. 196 pages.

KEATS: POETRY AND PROSE. With essays by Charles Lamb, Leigh Hunt, Robert Bridges and others. Edited, with introduction and notes, by Henry Ellershaw. Cloth. Frontispiece. xvi+204 pages.

New York: Oxford University Press, American Branch.

These attractive new volumes of selections from the poetry and prose of Cowper and Keats, respectively, are recent issues in the "Clarendon Series of English Literature," which was inaugurated by the publication of a similar volume on Milton. It will be noted that in each case the editors have included both original work of the poet and critical essays about him from the pens of other recognized men of letters. This kind of treatment has the advantage of serving both as anthology and as criticism; the reader is able to judge for himself and then to compare his judgment with that of such men as Lamb, Hazlitt, Bagehot, Swinburne, Leigh Hunt, etc. The selections appear to have been chosen with taste and discrimination, and the combination of prose extracts with the better-known poetic work of Keats and Cowper cannot fail to give a new and broader view of these great geniuses. Among the selections from Cowper are such popular favorites as "John Gilpin" and "The Loss of the Royal George"; among those from Keats we find "Lamia," "The Eve of St. Agnes," "Ode to a Grecian Urn," and some 30 other poems. Careful notes add to the understanding and enjoyment of the reader.

LIPPINCOTT'S SILENT READING FOR BEGINNERS. By Emma Watkins, State University of Iowa. Cloth. Beautifully Illustrated. Philadelphia: J. B. Lippincott Company.

The great achievement of this school reader is its skilful adaptation of each of the sixty-four lessons and apparently every paragraph to thought and experience of the children for whom it is prepared. The illustrations are in colors and are highly attractive to children. It also has the latest subject-method plans for testing the child's reading silently by indicating that he knows what he has read.

PORTUGUESE LITERATURE. By Aubrey F. G. Bell. Cloth. 375 pages. New York: Oxford University Press, American Branch.

Aubrey Bell is a British scholar of the first rank in the fields of Spanish and Portuguese literature, and has produced a number of authoritative works upon general topics and upon particular authors of one or the other country. In this volume he has produced his "magnum opus"—a definitive history in English of Portuguese literature from the beginnings down to 1910. The book does not necessarily supersede his earlier volume, "Studies in Portuguese Literature," because it is a more ambitious and a more complete and analytical work. A thoroughgoing bibliography of Portuguese literature to accompany the book is announced for publication by the Hispanic Society of America.

Portuguese literature has suffered, as Spanish literature has suffered, by the possession of a world genius of such eminence as to obscure the many other excellent writers that have been produced. Just as the international fame of Cervantes has led to the erroneous belief in the minds of the uninformed that Spain has produced no other literary figure of prime excellence, so the world position of Camoens has given rise to a similar wrong impression of Portuguese letters. In Mr. Bell's words, "those who despise Portuguese literature despise it in ignorance, affecting to believe, with Edgar Quinet, that it has but one poet and a single book." Such an attitude overlooks scores of writers of high standing, from Ribeiro and Sá de Miranda and Fernam Lopez (admired by Robert Southey) and Gil Vicente and Manuel Bernardes down to Almeida Garrett and Eça de Queiroz.

In its attention to scholarly detail without obscuring the general perspective, in its fineness of critical judgments, in its comprehensiveness and cosmopolitanism of literary knowledge, and in its sanity and restraint even when overenthusiasm might well be excused, Mr. Bell's book is noteworthy among histories of literature. Not the least of its attractions is the mass of scholarly notes that serve to establish points made in the text. The indispensable index is included. Students of literature everywhere will welcome this eminently satisfactory work.

TREND OF THE TIMES

To Map Alaska Wilds From Air

An aerial expedition rivaling in hazards the round-the-world cruise and the flights into the unknown regions of the Arctic Circle will be undertaken next spring by the naval air service for the Geological Survey. The project is to survey from the air 40,000 square miles of Alaskan country filled with snow-capped mountains, icy rivers, tremendous glaciers and great forests. Final authority for the expedition has been dispatched by Secretary of the Navy Wilbur to Rear Admiral C. H. Hughes, commander in chief of the naval forces in the Pacific. For several years the Geological Survey has been charting the vast territory of Alaska, and, to expedite the task, the navy and naval aviation were called upon to undertake what is regarded as the greatest aerial photographic mission ever attempted.

Maine Citizens to Run Own Railroad

When the Wiscasset, Waterville & Farmington Railway Company decided to scrap its little two-foot gauge line that rambles forty-four miles up the Sheepscot River Valley in Maine, residents in the towns along its course decided they would buy the road and run it themselves. At a meeting the townsfolk got together the last of the $50,000 required and assumed control. The scrapping process was to begin December 1, the owners decreed, unless $50,000, the junk value of the line, could be offered them. The period of grace was extended. With only a few hours left the citizens were still $14,000 short. But H. O. Phillips of Portland guaranteed $5,000, and the other $9,000 was collected in sums ranging from $10 to $100.

Federal Aid for Road Construction

The federal government was instrumental in paving more than 13,000 miles of highway in the fiscal year 1925, agriculture department officials stated. Federal aid highways completed totaled 11,329 miles, and 1,800 miles of roads in and adjacent to the national forests were built. National forest trails built totaled 4,085 miles. Federal aid roads cost $243,000,000, of which the federal government paid $111,000,000. Nearly $13,000,000 was spent by the federal government and $2,291,000 by localities for forest roads and trails. Federal aid projects still under construction totaled 12,463 miles. Since 1917, when federal highway aid was inaugurated, a total of $845,000,000 has been spent, of which the government paid $373,000,000.

Tourist Trade Gives France a Lift

France's tourist season resulted in the leaving of 10,000,000,000 francs in the country by American and British visitors during June, July and August, according to figures published in the Tourist Bureau in Paris. The summer tourist season lasts approximately 100 days, and experts have figured that at least $500,000,000, or $5,000,000 a day, was spent by France's visitors during that period.

U. S. Leads in Sales to Russia

Although the American State Department and the Soviet government are not on speaking terms, Americans sold to Russia in 1925 three times as much as in the pre-Soviet days, leading all competitors, as shown by statistics issued in Moscow recently. American imports for the year are valued at $102,000,000, of which $50,000,000 represents cotton; $33,000,000 flour, grain and foodstuffs, and $14,000,000 machinery and similar articles. This is four times the 1924 volume. During 1925 Russian exports to the United States amounted to only $11,000,000, of which $4,000,000 was in manganese ore.

Russian Women Have Full Independence

Under modification in the code of civil procedure, Russian women probably enjoy more freedom and privileges than any other women in the world. A Russian woman is entirely independent of man in almost every walk of life. She can divorce at any time without making any specific charges. A woman who has a child born out of wedlock can force the father to maintain both the child and herself. The illegitimate child has the same status as the legitimate. A married woman may hold her property absolutely independent of her husband. Marriage settlements which affect the property of the wife are invalid. A married woman may retain her maiden name or adopt the name of her husband. A wife is not obliged to follow her husband to another place of residence.

Pres. Gomes Resigns— Ill Health as Reason

A major crisis recently confronted Portugal in the resignation of President Gomes, who served his country for more than two years. The country is more or less accustomed to Cabinet but not to Presidential resignations. Ill health compelled Gomes to give up the duties of his office. In accordance with the constitution of the republic the two chambers of the Parliament met and elected Bernardino Machado as successor to President Gomes. Machado was ousted from the Presidency of Portugal in December, 1917, and exiled, but was recalled in 1921 to take the post of premier. He was for several years ambassador to Brazil. Antonio Maria Da Silva has formed a new cabinet succeeding Premier Domingos Pereira, who resigned with President Gomes. Premier Da Silva has chosen Vasco Berges as foreign minister.

U. S. to Help Arrange Arms Conference

President Coolidge has announced that he will accept the invitation of the League of Nations to send representatives of the American government to the preliminary meeting at Geneva which will arrange for an international disarmament conference. Nearly a score of nations will send delegates. The President is believed to have authority to bring about American participation without consulting Congress; but even the irreconcilables in Congress are said not to oppose this action, provided, of course, that the United States does not become tangled in the League's tentacles.

Radio Demonstration Ushers New Year in

International if not world-wide celebration of New Year's eve was arranged through co-operation of the Radio Corporation of America, the British Broadcasting Company and radio broadcasters in Germany. One of the announced features was the ringing of the chimes of Parliament and the sounding of the Big Ben gong for the ears of far-away listeners. Some of the most noted concert performers in the world were to be heard during the evening's entertainment, which was to be distributed through various stations linked together for the occasion.

Turbulent China Cause of Anxiety

Civil war in China has caused apprehension both in the United States and in Europe. Legitimate interests of foreign nations are believed to be endangered. Lives and property of foreigners are not regarded as safe. In a battle in the streets of Tientsin, December 23 and 24, General Feng, known as the Christian general, was victorious over General Li Chang-ling. Soldiers of the retreating army looted the city. The situation is gravely complicated by the belief that Soviet Russia is lending influence and support to the Feng faction. Japan has despatched forces into Manchuria to protect Japanese interests there. Destroyers and marines of the United States left Manila for China the day after Christmas.

One Motor Vehicle to Every Five Inhabitants

The number of motor cars registered in the United States during 1925 was in excess of 20,200,000, according to a survey by Motor Magazine. The increase during the year was 2,132,758. Seven-eighths of the motor vehicles registered the past year were passenger cars. More than a million cars of various types were scrapped. The largest gain in registrations in any one year was in 1923, when the figures advanced more than 3,000,000. The statistics do not state how many of the new cars were bought on an instalment plan, but the number is known to be very large—so large that some economists are worrying as to what may happen if predictions of prosperity for 1926 should not materialize.

One state, New York, now has 1,500,000 registered vehicles. California is a close second, with 1,444,000; Ohio third with 1,400,000; Pennsylvania fourth with 1,357,000; and Illinois third with 1,266,000. The greatest percentage gain was recorded in Florida.

Find Long-Lost Hungarian Soldiers

The unexpected return of a Hungarian soldier to Budapest, who was believed long dead, has cleared up the mystery surrounding the disappearance of 1,000 soldiers of Austro-Hungary nine years ago. Known to have been captured by the Russian army in the Carpathians in 1916 and reported as having been sent to Siberia, the men were thought to have perished. Now, by the return of the soldier, it is known that the 1,000 have settled in the bleak territory to which they were sent, founded five villages and are well on the way to the development of 400,000 acres of land allotted to them by the Soviet Government. Furthermore, they have married Tartar, Mongol and Chinese wives, and are so well content with their lot that they will remain permanently in their new homes. The villages of the prisoners are on the side of the Amur river near the Chinese-Mongolian border. They were exiled to the place by the old Russian Government and were soon forgotten.

Motor Accident Deaths Increase

The 1924 motor accident death rate for the United States was placed by the commerce department at 15.7 per 100,000 of population, compared with 14.9 for 1923, 12.5 for 1922 and 11.5 in 1921. The figures were compiled from all points included in the death registration area, which embraces 88.4 per cent. of the population of the nation. The deaths numbered 15,528, while in 1923 the total was 14,411 in the same territory, and in 1922 it was 11,666. The total did not include deaths from collisions between trains and motor vehicles, which added 1,532 to the total in the same area in 1924.

Millions of Morons in the United States

The number of persons in the United States who may be classed as morons because of their mental deficiency is between 4,000,000 and 10,000,000, depending on the mental standard assigned to the classification, according to Horace B. English, professor of psychology at Wesleyan University, Middletown, Conn. Professor English says the immigration laws have not barred the higher grades of morons. As a higher class in mental capabilities, Professor English refers to "dullards," of whom he says are about 25,000,000 and whom he terms perpetual privates in ordinary civil life. Professor English says college morons are preventing the average college from doing its job of training leaders.

Air Traffic Line Ready for Business

Formation of the Florida Airways Corporation, one of the first commercial air transport lines to begin operations in this country, was announced in Detroit by Reed M. Chambers, head of the new organization, on the eve of the departure for Florida of the four all-metal airplanes with which the company plans to do business. The organization has been at work for six months, but announcement was withheld until all the necessary equipment was ready and landing fields had been obtained. The first route on regular schedule was to be established January 1 between Tampa, Fort Myers and Miami. Later it is proposed to extend the service to other cities of the state, as well as to open a line from Atlanta to Havana.

Select Inscription for Overseas Graves

The American Battle Monuments Commission, of which General Pershing is chairman, has decided upon the following inscription to mark the graves of unknown soldiers in American cemeteries overseas: "Here rests in honored glory an American soldier known but to God." The inscription has been approved by Secretary Davis. At present there are 1,652 unknown soldiers in registered graves in the eight permanent American cemeteries in France, Belgium and England. The number is being constantly reduced. A field force, working in connection with the office of the Quartermaster General, made 107 identifications in 1925.

Iowa Farmers Are Granted Aid

Iowa farmers will be aided in financing the orderly marketing of their tremendous corn crop by means of the government machinery that has been set up to accomplish this, it was announced by William M. Jardine, secretary of Agriculture, after a two-hour session recently with more than forty Iowa and Chicago bankers and business men at the Federal Reserve Bank in Chicago. A $5,000,000 agricultural credit for Iowa farmers was subscribed at the meeting. Two intermediate credit banks, to be located at Des Moines and Fort Dodge, Iowa, with a capital stock of $250,000 each, were organized at the conference and the stock was subscribed for.

If You Have Idle or Loafing Money

(earning no interest or a low rate only)

LET US PUT IT TO WORK FOR YOU. We issue Share Certificates at $200 each, which have always paid 5 per cent. per annum; tax free; cashable any time at par.

Better Yield than a Government Bond or the average Savings Bank.

Watertown Co-operative Bank

Fourth Largest in the State
Assets over $9,000,000
BOSTON, 72, MASS.

EDUCATION IN ACTION

Plan Bryan Memorial University

Plans for a $5,000,000 Bryan Memorial University in Dayton, Tenn., in commemoration of Bryan's last public appearance in controversial fields, were announced by F. E. Robinson, president of the Memorial Association. A national campaign committee of leading fundamentalist figures in religion has been formed. New York will be represented by the Rev. Dr. John R. Straton, pastor of Calvary Baptist Church, and the Rev. Dr. Harry L. Bowlby, general secretary of the Lord's Day Alliance, noted figures in militant religious work. While the remainder of this committee was drawn from all sections of the country, the South is most strongly represented. Fifty-one persons have accepted places on the campaign committee, it was announced, in addition to Dr. Straton and Dr. Bowlby.

New Rhodes Scholars Chosen

Results of the annual election of Rhodes scholars held in thirty-two states were announced by President Frank Aydelotte of Swarthmore, American secretary of the Rhodes trustees. There were 420 candidates representing eighty-five colleges and universities this year, for the thirty-two appointments, as compared with 344 in 1922 when the corresponding group of states elected. Under the Rhodes will each state in the Union maintains always two Rhodes scholars at Oxford. Each scholar stays three years so that each state elects two years out of three, elections being so arranged that thirty-two scholars go to Oxford each year. The new Rhodes scholars will enter Oxford next October. In addition to the scholars elected in the regular way from their states, there will be this year one scholar-at-large who will be elected early in January.

Consistent Scholastic Achievement Encouraged

Encouragement of consistent scholastic achievement was voted by the faculty of Lafayette University (Easton, Pa.) in its new requirements for honors at graduation. Under the new plan, seniors attaining an average of 4.75 or better out of a possible five points for the four years of college work will be graduated "with highest distinction"; those attaining an average from 4.50 to 4.74 will be graduated "with high distinction"; and those attaining an average of from 4.25 to 4.49 will be graduated "with distinction." Further encouragement to students to win department honors was offered in a revision of the system so that an average of "B" in all subjects is not required before a man may be a candidate for such honors. The plan is intended to interest students showing proficiency in particular fields to do special study in those fields.

City's Leaders to Help University

Harold H. Swift, president of the University of Chicago board of trustees, recently made the announcement that many of Chicago's leading business and professional men had accepted the invitation to become members of a citizens' committee to act in an advisory capacity to the University. These men are leaders in practically every field of industry and professional life in Chicago, and will carry to the city an understanding of the service of the university, Mr. Swift declared. Every one knows the growth that awaits Chicago, he said, adding that if the university is to keep pace with the city, it too must grow, and the trustees of the university feel that it must grow not only with Chicago, but also as a part of Chicago. The appointment of this committee is an important step in that direction.

Military Training Not Opposed

Sentiment in the National Association of State Universities and in the National Association of Land Grant Colleges is in sharp contrast with the attacks that are now being made on the War Department in connection with its activities in placing military training in schools and colleges, according to John C. Futrall, president of the National Association of State Universities. President Futrall is chief executive of the University of Arkansas. This matter was discussed at the recent meetings of these two associations, Dr. Futrall said. The university and college executives who were present appeared to be unanimous in the opinion that military training, as provided in the state universities and land grant colleges, is not only not provocative of the spirit of war, but a most valuable adjunct in the moulding of the lives of young men, he declared.

Farm Schools Open in Mexico

The program of the Calles government for the agricultural improvement and development of Mexico is gradually being effected. Already five central agricultural schools have been established, one in each of the states of Oaxaca, Hidalgo, Michoacan, Durango and Guanajuato. It is planned eventually to start such schools in every state. The agricultural promotion projects also contemplate the creation of state or regional banks expressly intended to extend credits and loans to worthy farmers.

Regents Hold Little Has Right to Expression

Following the declaration of President Clarence C. Little of the University of Michigan, that any attempt to muzzle him so that he might not express his personal views on birth control, prohibition and other subjects would result in his resignation, the board of regents of the university ignored the question in a recent meeting. No attempt was made to prevent him from expressing his opinions. It was learned, however, that the regents discussed the question informally and were in accord that the president was entitled to express his view. Dr. Little, who came to Michigan from the University of Maine, definitely asserted his stand on free speech in a recent address, saying he was ready to quit if he had to "shut up" to win the confidence of the state.

Court to Decide Fate of College

Whether its enrollment of two students makes old Bellevue College of Omaha, Neb., a fine arts school for liberal education is to be decided in court. Trustees of the institution at Bellevue, the oldest settlement in Nebraska, have filed suits to acquire title because the donors assert that it was to revert to them if the college were not maintained. It now is known as the Christian Workers' College. Bellevue was closed in 1919, when it was made a vocational school for disabled service men. This service terminated, it received its present name. It was founded in 1883 as the University of Omaha. The present faculty of twelve includes Omaha ministers and Presbyterian theological professors. One of the two girl students is the daughter of the caretaker. Regular instruction is given them.

Change Name to "School of Religion"

Crane Theological School, as it has been known since 1906, when this name superseded "Tufts Divinity School," has become "Tufts College School of Religion," according to vote of the trustees of the college at their quarterly meeting. The new designation will be supplemented by the recent title so that officially the school will henceforth be recorded as "Tufts College School of Religion—Crane Theological School." The change becomes effective at once.

Chicago Adopts Pension Plan

By an eight to one vote the Chicago Board of Education approved Superintendent McAndrew's emeritus service plan, which provides pensioning of members of the educational system who have reached the age of seventy. The ruling becomes effective February 1 and will affect seventy-three teachers. Maximum pension will be $2,500 and minimum $1,500.

Agricultural Schools Win Stock Honors

Team honors in the collegiate stock judging contest at the International Livestock Show in Chicago went to Oklahoma Agricultural and Mechanical College. The Oklahomans scored 4,459 points out of a possible 5,000. The University of Illinois was second and Ontario Agricultural College of Canada ranked third. North Carolina State College won first honors in the grain and hay judging in team and individual events. Iowa State College was second and Ohio State University was third.

California Schools Operated With Economy

More than 1,750 districts in California supported their schools entirely on state and county money during the school year 1924-25. This left district taxing ability free for buildings and other expenditures, according to data compiled in the office of Will C. Wood, state superintendent of public instruction. Expenditures for buildings and sites during 1924-25 totaled $36,800,000. Of this amount union elementary districts spent $585,024.59.

New Chemistry Home for New York University

New York University has received a gift of $600,000 for the erection on University Heights of a chemistry building. Securities of that value have been transferred to the university for this purpose by the Nichols Foundation, Inc., which was established by Dr. William H. Nichols, who was graduated from the university's College of Arts and Pure Science in 1870 and who now is chairman of the board of the Allied Chemical and Dye Corporation. The gift came as a result of Dr. Nichols' desire to meet one of the more immediate problems confronting New York University, according to Chancellor Elmer Ellsworth Brown.

For Beauty Courses in Jersey Schools

Girls will be trained in manicuring and hairdressing in the public schools of New Jersey if the State Board of Education acts favorably on the recommendation of Assistant Commissioner Wesley A. O'Leary, that beauty culture be made a part of the program of vocational training for girls. Mr. O'Leary said that there is a need for reputable training in this work such as has been found in no other occupation in which women are employed. This is due to the fact that girls commonly pay from $40 to $150 to be taught the different phases of the business, with no guarantee that they will receive adequate instruction in return for their money, he stated.

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Sterling Gift Aids Research at Yale

With the assistance of a fund of $1,000,000 provided by the trustees of the estate of John W. Sterling of New York City, Yale University will begin next fall an intensive effort to stimulate advanced research and graduate study in all fields of knowledge. This announcement was made by Dean Wilbur L. Cross of the Yale Graduate School in a statement outlining the plans for the allocation of the fund. The Sterling fellowships will be divided, Dean Cross said, into two classes—research or senior fellowships, and junior fellowships. Candidates for senior fellowships, who will be expected to do advanced research, must already have received the degree of Doctor of Philosophy or its equivalent. It is expected that the maximum annual amount awarded to such fellows will be $2,500 or $3,000. Junior fellowships will be open to students who have accomplished a substantial part of the work for the Ph.D. degree. It is expected that they will receive between $1,000 and $1,500.

Fund for Freeing Scientists of Money Worries

The National Academy of Sciences is seeking an annual income of at least $2,000,000, to be used in establishing national research professorships, to make it possible for the ablest scientists of the country to devote their entire time and attention to research in pure science, by relieving them of the necessity of teaching and other money-making employment. A large number of prominent public men are being asked to join in the movement. A Board of Trustees to administer the fund has been created, with Secretary of Commerce Hoover as chairman.

Porto Rican Schools Making Rapid Strides

According to a report of Porto Rican conditions, made in 1923, in 1898 there was not a school building, put up for the purpose, owned by the Government. Twenty years later there were 550 buildings on the Island erected at a cost of from $2,000 to $100,000 each. Since 1923 other and finer school buildings have gone up. In San Juan the schoolhouses are all fine structures. Wherever one is attracted by a building of great distinction and charm it is pretty sure to be a school. The San Juan High School, recently completed, is a beautiful building, a deep cream in tone, with pale green at the large windows. It is a building with two wings on either side forming a central square, the main part of the structure supported by tall columns, back of which are cloistered passages. Leading up to it from the street is an immense flight of broad steps. There are other schools enclosed with walls, the grounds laid out with gardens of tropical plants. Some have tall palms growing around them, and there are fine playgrounds, with the most modern apparatus for play and athletics.

Salary Statistics for Southern Colleges

College presidents of the South are making their contributions to education at average salaries of $6,101 yearly. This was learned by James Moreland, registrar of Georgetown College, after making a survey of forty-four first rate southern institutions. His investigation also revealed that full professors averaged $3,111, department heads $3,099, college treasurers $3,006, registrars $2,337, executive secretaries $2,694. Deans averaged $3,634, while the lowly instructors were at the bottom with $1,588. Salaries of heads of departments at the University of Texas showed greater than those received by presidents of several colleges. Texas is the highest paying university in the South, with $10,000 for its president, down to $1,900 for instructors.

Brain Test Won by New York College

The City College of New York ranked first in general averages among sixty colleges and universities throughout the country which filed returns, on behalf of a total of 17,000 students, for intelligence tests conducted by the American Council of Education. The tests applied only to freshmen and were intended to determine their intelligence quotients. Subjects on which the freshmen were examined were completion, arithmetic, artificial language, proverbs, reading, opposites, grammar, estimating and reasoning. Each section was given a time limit, and included from ten to twenty-five questions.

Lottery Supports Chilean University

A lottery is regularly held to provide funds for the University of Concepcion, Chile. This means of support for this university was cut off by a Government regulation in October, 1924, but its re-establishment was recently authorized by law. The lottery must terminate, however, when the net income produced by the interest on the university's reserve fund reaches 1,000,000 pesos yearly.

Siamese Royalty Gives Yale Books

Ten volumes of commentaries on the Buddhist scriptures to promote study of Buddhism have been given to Yale University library by the Queen-Aunt of His Majesty the late King of Siam. The gift is a "thank offering" on attainment by the giver of her sixtieth birthday. The library also received one volume of the "Milindanha," a new canonical book of the Buddhist scriptures, from H. R. H. Krom Khun Suddha Sininardh in commemoration of his sixtieth anniversary. Gifts to Yale from Siamese royalty, in books, now number seventy-seven and began in 1895 with thirty-nine volumes of Buddhist writings by King Chulalankarano. Andrew Keogh, university librarian, also finds that among other books are volumes from the late supreme patriarch of Siam by the late King Rama VI in commemoration of the crematorial obsequies of her majesty the late Queen-Mother, and by the Prince and Princess of Chanaburi.

Physical Test for Boston School Pupils

Early January will mark the beginning in Boston, Mass., of the state's program for physical examination of this city's 130,000 public school children and approximately 50,000 in parochial schools, with the aim of detecting and curing physical defects, warding off sickness and avoiding possible breakdown in after years. State Health Commissioner Bigelow, City Health Commissioner Mahoney and Dr. John A. Ceconi, director of school hygiene, made this announcement recently.

King Tut to be Recognized in Schools

John L. Balderston, newspaper correspondent, predicts that King Tut-Ankh-Amen will receive more attention from schoolmasters and perforce from school boys than probably any other man who has ever lived—more even than Caesar, or Alexander, or Napoleon. Of course, he adds, this will not be for a few years; not until the prohibitions against photographing, sketching, or even describing his treasures are removed; not until the tomb has been cleared, everything placed on exhibition, intelligent books written—and there will be libraries of them when all the facts are available. Tut's future fame will rest not upon who or what he was, but on his possessions; for the great artists who worked for him have seen to it that the boy Pharoah from now to our remote posterity shall grip the world's imagination and fascinate generations to come, Balderston concluded.

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GRINS BETWEEN GRINDS

Al Smith Speaks

Governor Al Smith of New York one day appeared before the assembled convicts at Sing Sing to make a speech. Forgetting his audience, he began in the usual manner: "Fellow citizens—" A murmur of laughter sounded through the room. The Governor became fussed. "Fellow convicts," he changed. Louder laughter. "Oh, you know what I mean," he stammered. "I mean I'm glad to see so many of you here." They led him out into the air.—Harvard Lampoon.

What It Would Say

Nature Lover (gazing at a gigantic tree)—"O wonderful, mammoth oak, if you could speak what would you tell me?"

Gardener—"S'cuse me, mum, but 'e would probably say: 'If you please, I'm not an oak, I'm a spruce.'"—Dartmouth Jack-o'-Lantern.

Corrected

"I is—" began Tommy. "I am, not I is," corrected the teacher promptly. "I am the ninth letter of the alphabet." Tommy went on.—Washington Star.

No Book Necessary

"My dear," remarked Jinks, who had just finished reading a book on "The Wonders of Nature," "this is a remarkable work. Nature is marvelous! Stupendous! When I read a book like this it makes me think how puerile, how insignificant is man."

"Huh!" said his wife. "A woman doesn't have to wade through four hundred pages to discover that."—Kansas City Star.

Motive Power

Teacher—"What is it that spurs us on to better things?"

Johnny Beaconhill—"Generally the knowledge that should one fail to attain the best ere the semester had been far spent, parental wrath might gain such proportions that severe punishment would be meted out swiftly."—Allston Recorder.

Remarkable Coincidence

Teacher—"Give me a good example of coincidence."

Pupil—"My father and mother were married on the same day."—Herald and Presbyter.

Good Reason

Stude—"What makes you think that Mr. Jones won't give you a flunk in your exam?"

Another—"I know he can't. I handed in an anonymous paper."—Atlantic Constitution.

Better Off Now

Father—"When I was your age, son, I was glad to get dry bread to eat."

Bright five-year-old—"You're much better off now that you are living with us, aren't you, Daddy?"—Wesleyan Wasp.

The Evasive Answer

During an examination a teacher asked: "Does the question trouble you?"

"Not at all," replied the pupil, "not at all. It is quite clear. It is the answer that bothers me."—Watchman-Examiner.

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Guiding the Schools Out of the Woods

[Chicago Tribune, December 4, 1925.]

Since the beginning of the Dever administration the seat shortage in the Chicago public schools has been cut from 70,000 to 48,000 seats, this despite an increased enrollment of 32,000 pupils. By the end of 1926, it is promised, the shortage will be cut by another 18,000 seats. Twenty-five schools have been constructed since 1923, and twenty-eight more are on their way toward completion.

It is the most progressive record that has been made in decades and it reflects credit on Mayor Dever, President Ellicott, the school board trustees, and on Superintendent McAndrew.

After years of school boards which promised much and did little, it seems that Chicago has at last an organization managing its public schools which measures up, far beyond preceding boards, to the requirements of what a school board ought to be.

It is one of the saddest comments on America's forms of municipal government that school boards—not in Chicago alone, but in all great cities—fall so far short of any decent ideal. It is admitted with the best and most serious intentions by all thoughtful people that the training of its children is one of the most important duties of the nation. Yet that duty is sometimes intrusted to groups of men and women markedly unfit to hold any important trust.

Here in Chicago the usual school board has been an outrageous example of incompetence. No other public body has permitted itself to be continually in the midst of such petty bickerings, such picayunish quarrels.

And the children have suffered. Overcrowding, lack of seats, a group of teachers running themselves like a soviet instead of a professional organization, an archaic educational program, these have been some of the results.

If the mayor, the present board, and the present superintendent succeed in guiding the city's school system out of the woods and on to the path of progress they will have accomplished a task as important as any with which Chicago is faced. They will deserve the gratitude of the present, the rising, the coming, and succeeding generations.

Courses in Esperanto

By D. O. S. Lowell

J. M. Warden, president of the Edinburgh branch of the Esperanto Society, Edinburgh, says:—

Esperanto is laying hold of the whole of Europe. In ten years' time there will be a rush to learn the language, and teachers should prepare for it.

Evidently Boston intends to offer such preparation to those desiring it. The Boston Normal Art School opened a course in Esperanto on October 29, under the auspices of the Massachusetts Department of Education, University Extension Division, while the College of Business Administration of Boston University on October 20 began a course of several weeks for a $5 fee. The meetings, at 525 Boylston street, are on Tuesdays and Fridays, 7.30 to 8.30.

Commercial Syllabus of New York State

The new New York State commercial syllabus was approved by the New York City Gregg Shorthand Teachers' Association recently.

Mark I. Markett of the High School of Commerce declared it was a masterpiece—something which commercial teachers had been looking forward to for years. It was workable as well as necessary. Mrs. Etta M. Fowler of Brooklyn suggested that it be given a thorough trial and she was sure of its success. I. E. Chase of the United States Secretarial School endorsed the syllabus heartily. Mrs. Martha E. Baldwin of the White Plains High School suggested that a remedy for any hardship which might be encountered by the smaller schools through the syllabus would be supplied by the Board of Regents if proper representation were made. Albert G. Belding, supervisor of commercial branches in New York City high schools, explained that instead of testing the achievements of pupils the new syllabus looked to the improvement of the quality of teaching. He considered it astounding how so many students only just got over the qualifying mark, and intimated that, with the new syllabus, they will strive harder to do correct work. "The development of power, of judgment and discrimination and the production of young people who can meet the demands made upon them is the ultimate aim of the good teacher," the speaker stated. "If the pupils fail under this new test, let us find out what the trouble is and place the responsibility where it belongs."

In introducing Martin J. Dupraw, the world's champion shorthand writer, John R. Gregg, the author of the system written by this young speedist, told many interesting and intimate "side lights" on the shorthand contests. He was sanguine in his expectations that others would follow the lead of Mr. Dupraw in the development of perfect shorthand writing. It has been demonstrated that the high speeds can be written practically perfectly. He says it is a simple matter for the average stenographer to attain one hundred per cent. accuracy at the lower speeds demanded in the business world. Mr. Dupraw advocated a more practical method of teaching, teaching that would prepare the students for the actual conditions which they would meet when they entered the business world. To be able to adapt one's self was one of the greatest assets, he illustrated by his own experience while reporting. Teaching is often too foreign to what the students will have to face in after life.

At the close of his address Mr.

Dupraw gave a demonstration of expert shorthand writing. Using a piece of chalk and a blackboard he wrote at the contest speeds of 200, 240 and 280 words a minute. The matter was read back with absolute accuracy, checked by members of the audience.

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E. T. WHITTEN

[New York Evening World.]

1. New York City population (with adjacent suburbs), 8,000,000.
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3. New York City's assessed valuation of lands—$35,000,000,000—more than all the states west of the Mississippi together.
4. New York City, mightiest seaport in the world.
5. New York City, greatest trade centre in the world.
6. New York City manufactures $4,800,000,000 of products annually.
7. New York City has more than 500,000 automobiles.
8. New York City is the greatest enterprise and investment city in the world; New York's average daily bank clearings, $708,000,000.

Meetings to Be Held

FEBRUARY, 1926

8-13: Oklahoma Education Association, at Oklahoma City. C. M. Howell, secretary, 708 Continental Building, Oklahoma City.

12-13: Connecticut State Teachers' Association, at Hartford, New Haven, Bridgeport, and Norwich. Samuel P. Willard, Colchester.

21-25: N. E. A. Department of Superintendence, Washington, D. C.

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Jule B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

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